
1H

Information/Action

General Session

Study Session on the Education Specialist Credential

Executive Summary: This study session reviews the current requirements and preparation for those seeking an Education Specialist credential. It also explores the rationale for changing the Education Specialist credential structure and the program standards and Teaching Performance Expectations (TPEs) that serve as the foundation for it.

Policy Questions: What is the appropriate way to define the “common trunk” of preparation for all teachers to create one coherent education system? How can the Commission support the unifying vision of one system to serve all students through educator preparation requirements?

Recommended Action: That the Commission consider the recommendations presented in this agenda item and take any action deemed appropriate by the Commission.

Presenters: William Hatrick and Sarah Solari Colombini, Consultants, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California’s diverse student population.

December 2017

Study Session on the Education Specialist Credential

Introduction

This agenda item presents information about the current requirements for candidates seeking and programs offering preparation for an Education Specialist credential. In addition, it places the revision of the Education Specialist credential and the subsequent program standards and TPEs within the larger context of the Commission's efforts to strengthen and streamline the accreditation system. It also presents recommendations for the Commission's consideration and potential action.

Background

Currently, the Commission issues Preliminary and Clear Education Specialist Credentials. The current Education Specialist Credentials are issued in seven broad specialty areas that encompass several different disability categories depending on the content embedded in the standards for their preparation program. The broad specialty areas that may be listed on an Education Specialist Credential are identified as Mild/Moderate Disabilities (M/M), Moderate/Severe Disabilities (M/S), Language and Academic Development (LAD), Deaf and Hard of Hearing (DHH), Physical and Health Impairments (PHI), Visual Impairments (VI), and Early Childhood Special Education (ECSE).

Provided in *Table A* below are the federal disability categories for which each of the seven specialty areas of the Education Specialist Credential authorize a person to teach.

Table A: Education Specialist Credential Authorizations

Specialty Area	Federal Disability Categories
Mild/Moderate Disabilities	Specific Learning Disability, Intellectual Disability, Emotional Disturbance, Autism, Other Health Impairment
Moderate/Severe Disabilities	Intellectual Disability, Emotional Disturbance, Multiple Disabilities, Autism, Deaf-Blind
Early Childhood Special Education	Specific Learning Disability, Intellectual Disability, Emotional Disturbance, Multiple Disabilities, Autism, Speech or Language Impairment, Other Health Impairment, Traumatic Brain Injury
Deaf and Hard of Hearing	Autism, Deafness or Hearing Impaired, Deaf-Blind
Physical and Health Impairment	Multiple Disabilities, Autism, Orthopedic Impairment, Other Health Impairment, Traumatic Brain Injury
Visual Impairment	Autism, Deaf-Blindness, Visual Impairment
Language and Academic Development *	Specific Learning Disability, Intellectual Disability, Emotional Disturbance, Multiple Disabilities, Autism, Speech or Language Impairment, Orthopedic Impairment, Other Health Impairment, Traumatic Brain Injury

*The Language and Academic Development Education Specialist Credential authorizes services for ages preschool to age 22 across federal disability areas **limited to** students identified with academic communication and language needs in the

following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.

The M/M and M/S credentials are the most frequently issued specialty areas and provide the broadest authorizations that encompass the majority of the federal disability categories. The current Education Specialist credential specialty areas span most grades and age levels with a few distinctions as outlined in *Table B* below. The individuals holding credentials with Mild/Moderate and Moderate/Severe specialty areas are authorized to serve students in grade levels Kindergarten through grade 12 and up to age 22. In contrast, the low-incidence specialty areas of DHH, PHI, and VI are authorized to serve students from birth through age 22. The ECSE specialty area was designed to serve birth through Pre-K population of students with exceptional needs but with the implementation of transitional Kindergarten, the Commission accepted the recommendation of the ECSE work group to expand the ECSE authorization to include birth through Kindergarten at the September 2017 Commission meeting. The Language and Academic Development specialty area authorizes teaching students identified with special needs who demonstrate a lack of communication and language or literacy skills required to access meaningful benefit from academic instruction from Pre-K to grade 12 through age 22 in an instructional setting.

Table B: Education Specialist Grade/Age Level Authorizations

Specialty Area	Grade/Age Level Authorization
Mild/Moderate Disabilities	K-12 to age 22
Moderate/Severe Disabilities	K-12 to age 22
Deaf and Hard of Hearing	Birth to age 22
Physical and Health Impairment	Birth to age 22
Visual Impairment	Birth to age 22
Early Childhood Special Education	Birth through K*
Language and Academic Development	Pre-K to age 22

*Current authorization is birth through Preschool. The Commission took action at the September 2017 meeting to expand the authorization through Kindergarten but regulations must be promulgated.

Severity Level Designations for Specific Specialty Areas

In California, two broad specialty area authorizations are currently issued with severity level designations – Mild/Moderate Disabilities and Moderate/Severe Disabilities. Within these broad specialty area authorizations, the severity level designation specifically addresses the disability category of Intellectual Disabilities. According to the Federal definition in Title 34, Intellectual Disability (ID) means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance ([Appendix A – Federal Disability Definitions](#)).

Additionally, Education Code defines “severely disabled” and identifies within that definition individuals with exceptional needs who require intensive instruction and training in programs serving pupils with profound disabilities including severe intellectual disability providing a specific and distinct designation level of severe for this disability category.

56030.5. “Severely disabled” means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe intellectual disability, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800), as it read on January 1, 1980.

(Amended by Stats. 2011, Ch. 347, Sec. 33. Effective January 1, 2012.)

The Mild/Moderate teaching credential authorizes instructional services for students identified in their IEP as needing instruction and services for mild to moderate disabilities and the Moderate/Severe specialty area authorizes instructional services for students identified in their IEP as needing instruction and services for moderate to severe or significant disabilities. There is some overlap in the authorizations for these two specialty areas within the moderate range for this disability category.

Credentialing in other states

A national group funded by a federal grant, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), helps states and institutions of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems. As part of their work with California, CEEDAR developed an overview of special education teacher licensure in other states. [Appendix B](#) provides information about (1) state approaches to the certification and licensure of special education teachers, and (2) a literature review to identify the research base and best practices in certification policies. As of 2016, 12 states require general education licensure as a precondition for special education licensure, 19 states offer a non-categorical special education license, and 17 states have some age or grade differentiation built into their special education licensure.

Preparation to Earn an Education Specialist Credential

Preparation Aligned with Multiple and Single Subject Teacher Preparation Requirements

[Appendix C](#) includes a brief history of the evolution of the education specialist credential since enactment of the Ryan Act. When the Commission adopted the Education Specialist credential structure in 1996, the Education Specialist credential became an initial basic credential rather than an “advanced specialist” level of certification. Special education teachers were no longer required to earn a Multiple or Single Subject Teaching Credential prior to earning the Education Specialist credential. Both the Commission and the Special Education Advisory Panel at that time recognized the widespread shortage of teachers in special education. The elimination of the prerequisite teaching credential requirement was expected to help alleviate the shortage. Appendix D includes a chart with detailed information regarding the issuance of preliminary special education credentials in California over the past twenty years. The chart also includes information about the numbers of interns and waivers for each of the seven initial credential areas.

Although a prospective Education Specialist teacher is not required to earn a general education credential prior to earning a special education credential, he or she must satisfy many of the same requirements as a general education teacher: Basic Skills, US Constitution, a bachelor’s degree,

background check, Subject Matter Competence, complete a Commission-approved preparation program including clinical practice or field experience and CPR. All teacher candidates, general education or special education, must complete a Commission approved educator preparation program.

Educator preparation programs must address standards that specify a level of quality and effectiveness as a requirement for offering a Commission approved educator preparation program. Currently, the program standards for the Education Specialist Credential programs do not align with the recently adopted [Preliminary Multiple Subject and Single Subject Credential Program Standards](#). However, a work group was formed in September of 2016 and developed draft standards that do align with the Preliminary Multiple Subject and Single Subject Credential Program Standards. These draft standards were initially brought to the Commission at the [April 2017 Commission meeting](#) prior to the work group working on a credential structure recommendation. The draft standards were then brought back to the Commission in [September of 2017](#) with two recommendations for credential models for the Commission to consider and with a recommendation from the work group that the program standards include any modifications necessary to reflect the credential structure that the Commission adopts. At that time, the Commission requested more time to consider the issues at hand and recommended the development of a study session at a future Commission meeting. Final revisions to the Education Specialist Program Standards and the TPEs that go with each respective credential area to ensure the inclusion of all competencies necessary cannot be conducted until a credential structure is adopted.

Special Education Teacher Assignments

The role of a teacher authorized to provide instruction and services for a particular disability area is based on preparation in the specifics of that disability area (such as environmental sensitivities and verbal behaviors associated with autism) so that the teacher may determine the implications of that disability in the school setting as well as provide research and evidence-based instructional strategies, specialized expanded curriculum areas, modifications and adaptations to access the general or special education curriculum. Information on the number and type of special education credentials issued by the Commission over the past 22 years is provided in [Appendix D](#).

The first part of the Commission's [Special Education Authorization Chart](#) with the currently issued authorizations specifies the federal disability categories authorized based on the specific content completed in the associated preparation program. Individuals holding special education credentials issued under prior regulations continue to be authorized to teach in the area(s) specified by their credentials.

In keeping with the requirement to place students with disabilities in the least restrictive environment as mandated by federal statutes, students are placed in educational programs according to need as determined by their Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), and/or Individualized Transition Plan (ITP). The IEP, IFSP, or ITP for each student must include a statement of the specific special education and related services to be provided and the extent to which the student will be able to participate in the general education program. Each public agency must provide special education and related services to a student with a disability in accordance with an IEP, IFSP, or ITP. The result of this practice is that individuals with different disability areas may be served in the same class or in a variety of other settings through a wide range of service delivery models as

defined in Title 34 of the Code of Federal Regulations. In an attempt to collect some information about where special education teachers in California are serving, staff at the California Department of Education gathered information using the 2015-16 school year data. This information included in [Appendix E](#) shows where special educators served during the 2015-16 school year.

Reform Efforts in California That Have Impacted Teacher Preparation

Educator Excellence Task Force (EETF)

In the EETF report, [Greatness by Design](#), released in September 2012 there is discussion on the issue of special education teachers in relation to serving general education students. The EETF recommended a common set of standards that should prepare all educators in these instructional approach models.

The gaps in preparation for Special Educators (Education Specialists) are perhaps even more unsettling. The role of the Education Specialist is not well defined in California relative to meeting the needs of students who have the most complex disabilities and learning needs. Unlike many other states, Education Specialists in California are not required to have a general education credential prior to obtaining an Education Specialist credential.

At the same time, Education Specialists are not authorized to teach students who do not have an Individualized Education Plan (IEP) (i.e., typically developing students) if they do not hold a multiple subjects or single subject credential.

To address these problems, preparation should be restructured in the following ways:

- All educators (general educators, special educators and bilingual educators) should share a common base of preparation in general education by completing a common set of courses based on a common set of standards prior to specializing. This common base could be started in the undergraduate years to streamline the process.*
- The common set of standards should prepare all educators to work collaboratively as part of an instructional team, to co-teach with other educators and to be able to effectively implement instructional approaches, such as differentiated instruction, Universal Design for Learning, positive behavior support, progress monitoring and Response to Intervention.*
- The Clinical/Field experience should be modified for all general educators so that they have sufficient relevant clinical experience throughout their program to be able to effectively teach students with disabilities and culturally and linguistically diverse students. This would form the foundation for the clinical experience for Education Specialists, who would then be prepared to teach both typically developing students and those with an IEP across a variety of service delivery models.*
- Preparation of Education Specialists should be advanced preparation based on the common foundation in general education for all initial candidates. This advanced preparation should include:*

- *Depth of knowledge about physiological, psychological and cognitive development and learning in typically and atypically developing students;*
 - *Depth of knowledge of disability areas, how they manifest, what students experience and how they can be supported in their learning;*
 - *Depth of knowledge about, and clinical experience with, families;*
 - *Depth of knowledge of intervention in reading;*
 - *Increased emphasis on pedagogical knowledge across curriculum content areas;*
 - *Knowledge and ability to use assistive technologies;*
 - *Knowledge of law, advocacy and mediation;*
 - *Knowledge of the Response to Intervention Model;*
 - *Understanding of the role of Education Specialist in a range of support models;*
 - *Skills in co-teaching and collaboration with other professionals; and*
 - *Knowledge of transition from school to post-secondary education or career.*
- *Preparation for current Education Specialists who do not now have a multiple or single subject credential should be provided so that they are qualified to teach typically developing students. This preparation should be streamlined and focused on the required standards and field experience so that they can complete this preparation effectively and efficiently.*
 - *To strengthen preparation, the state should support existing dual certification programs in general and special education where all graduates earn both credentials, and support the development of “integrated” preparation models in which all educators are first prepared together in rich programs of general teacher preparation, and those who wish to become Education Specialists continue on for in-depth advanced training.*

Teacher Preparation Advisory Panel (February 2012-June 2013)

The TAP panel was established by the Commission to review and make recommendations concerning potential improvements in teacher preparation in California. The panel was charged with reviewing the content, structure and requirements for teacher preparation and licensure to ensure that they remain responsive to the conditions of teaching and learning in California’s public schools. The panel was also to consider whether the K-12 credential classifications, subjects, and authorizations were appropriate to meet the complexity, demands and expectations of California’s public schools.

There were 40 recommendations presented to the Commission from the TAP in June of 2013. In August of 2013, [a plan](#) for implementing the TAP recommendations was presented to the Commission whereby staff presented twelve implementation options for the Commission to consider. The Commission took action to approve seven of the twelve implementation options. As a result of the work of the TAP panel, modifications to the general education preliminary teacher preparation program standards were identified as the Commission’s highest priority for implementation. This work began in August of 2014. The general education program standards and Teaching Performance Expectations underwent revision to ensure that teacher candidates were being prepared to teach a diverse range of learners. This work is reflected in the current version of the Preliminary Multiple

Subject and Single Subject Credential Program Standards (adopted in December 2015) and Teaching Performance Expectations (adopted June 2016).

Statewide Special Education Task Force (April 2015)

This Task Force made recommendations in a [report](#) that covered seven parts of California's educational system. One part, educator preparation and professional learning identified that general education and special education programs should contain a common foundation in fourteen specified areas and provide candidates the opportunity to demonstrate their competence in these areas using evidence-based practices.

National Governors Association Grant (December 2015)

At the December 2015 Commission meeting, an [agenda item](#) outlined that the purpose of this grant was to bring stakeholders together to discuss the implications of California's Statewide Task Force on Special Education report and to consider the possibility of preparing all teachers to work effectively with both general education and special education students.

The following themes were identified from the stakeholder meetings that were held throughout the state:

1. Preparation programs and training are needed for all teachers in concepts and skills that are necessary to teach in inclusive classrooms.
2. Credential candidates need early, diverse fieldwork experiences.
3. Collaboration and collective responsibilities for all students in an inclusive manner should be a key concept included in educator preparation programs.
4. Teachers who work with students in the low-incidence disabilities need to maintain the depth of knowledge of the low incidence area while also participating in the common trunk of educator preparation that all teachers will receive.
5. It is important to consider both length and cost to educator preparation programs so as not to exacerbate the teacher shortage in California.
6. Preparation cannot become too broad and lacking in depth of knowledge.
7. Any improvements that are made by the Commission to teacher preparation in better preparing teachers to serve all students should be accompanied with complimentary improvements to administrator preparation.

Adoption of Revised General Education Program Standards (December 2015)

Acting on the direction of the Commission to streamline and strengthen preparation standards, the Preliminary Standards Work Group focused the standards revision on candidate and program outcomes rather than prescribing the range of program inputs. As a result, the Commission adopted [six program standards](#). Informed in part by the work of the Special Education Task Force and the findings in the Greatness by Design report, the Preliminary Standards Work Group designed the program standards to strengthen preparation for general education teachers to work more effectively with students with disabilities in the general education classroom. Of particular importance are the requirements around field work and clinical practice for general education credential candidates.

These requirements can be traced back to the recommendations in the Greatness by Design Report that called for general educators to be able to effectively teach students with disabilities.

Adoption of Revised General Education Teaching Performance Expectations (June 2016)

As the Preliminary Standards Task Group worked and identified the standards that were appropriate for multiple subject and single subject teacher preparation programs, they also identified what beginning teachers should know and be able to do. So with the revision of the program standards came the transformation of the TPEs for general education teacher candidates. As suggested in both the Greatness by Design report and [ONE SYSTEM: Reforming Education to Serve All Students](#), the revised general education TPEs include significant emphasis on candidate ability to work effectively with students with disabilities in the general education classroom, implementing approaches such as Universal Design Principles, Multi-Tiered Systems of Support, and co-teaching. The revised general education TPEs were developed explicitly in response to the call for a “common trunk” of knowledge, skills and abilities needed by all teachers in order to effectively teach all students. For a more in-depth analysis of where the specific language of the TPEs addresses candidate competencies in working with students with disabilities, see [Appendix F](#).

Proposed Education Specialist Program Standards and Teaching Performance Expectations

Once the General Education TPEs were revised to include more strategies to work with students with disabilities, it was necessary to revise the Education Specialist Program Standards and TPEs to align with the work of the Commission. A Preliminary Education Specialist Work Group ([Appendix G](#)) was charged with examining the program standards and TPEs for the preparation of special education teachers. To accomplish this work, the group reviewed the 2016 general education TPE’s as the “common trunk” of preparation for all candidates and then looked to see where candidates’ knowledge, skills and abilities would need to be advanced to fulfill the role of an Education Specialist credential holder. In addition to examining the TPEs, the work group also identified what program standards would be unique to a program offering an education specialist educator preparation program.

Some of the suggestions for teacher preparation from the Statewide Special Education Taskforce in their report, [ONE SYSTEM: Reforming Education to Serve All Students](#) called for training in assistive technology and augmentative and alternative communication systems, as well as in transitions, and planning for transitions in the life of a student with disabilities. The Statewide Special Education Task Force also recommended that all special education credentials should authorize a teacher to instruct and provide any needed support to general education students.

A draft set of [Teaching Performance Expectations](#) and [Education Specialist Program Standards](#) are included in Appendices H and I of this item and were brought to the Commission at the September 2017 meeting. No action was taken to adopt either the program standards or the TPEs because a decision about the Education Specialist credential structure needs to be determined prior to adopting the standards and TPEs.

Recurring Themes in Special Education Teacher Preparation in California

Based on the series of reform efforts described above and the various work that was conducted by panels and work groups, several themes have emerged. Primarily, each effort called for:

- all teachers to share a common base of preparation;
- candidate field work experience to occur early and often and be rich and robust;
- special education teachers to have clinical practice in both general education settings and special education settings;
- both general education and education specialist candidates to be better prepared to address the instructional needs of all students; and
- preparation for education specialists, as well as general education teachers, that is not so broad that it lacks the specific knowledge needed to effectively teach students with disabilities.

The Commission's most recent work group worked for a period of one year to identify needed changes in the Education Specialist credential that would incorporate these persistent themes and bring this credential into alignment with the work done to revise the General Education credential. At the [September 2017 meeting](#), recommendations to maintain stand-alone credentials for Visual Impairment (VI), Deaf and Hard of Hearing (DHH) and Early Childhood Special Education (ECSE) were presented for consideration and were adopted. The Commission also took action to expand the authorization of the ECSE credential to include Kindergarten rather than restricting it to Birth to Preschool. With regard to the Mild/Moderate and Moderate/Severe credentials, two options were presented for Commission consideration:

- Option One proposed that the Commission adopt a single cross categorical K-22 Education Specialist credential that would address both Mild/Moderate and Moderate/Severe student needs.
- Option Two proposed that the Commission adopt a credential that was differentiated by grade bands (K-8 and Grade 6-age 22) at the lower level of intensity (currently known as mild/moderate) and a single K-22 credential for students with the most significant needs (currently known as a moderate/severe).

A complete description of each of the proposed models is included in the [September 2017 agenda Item 4C](#).

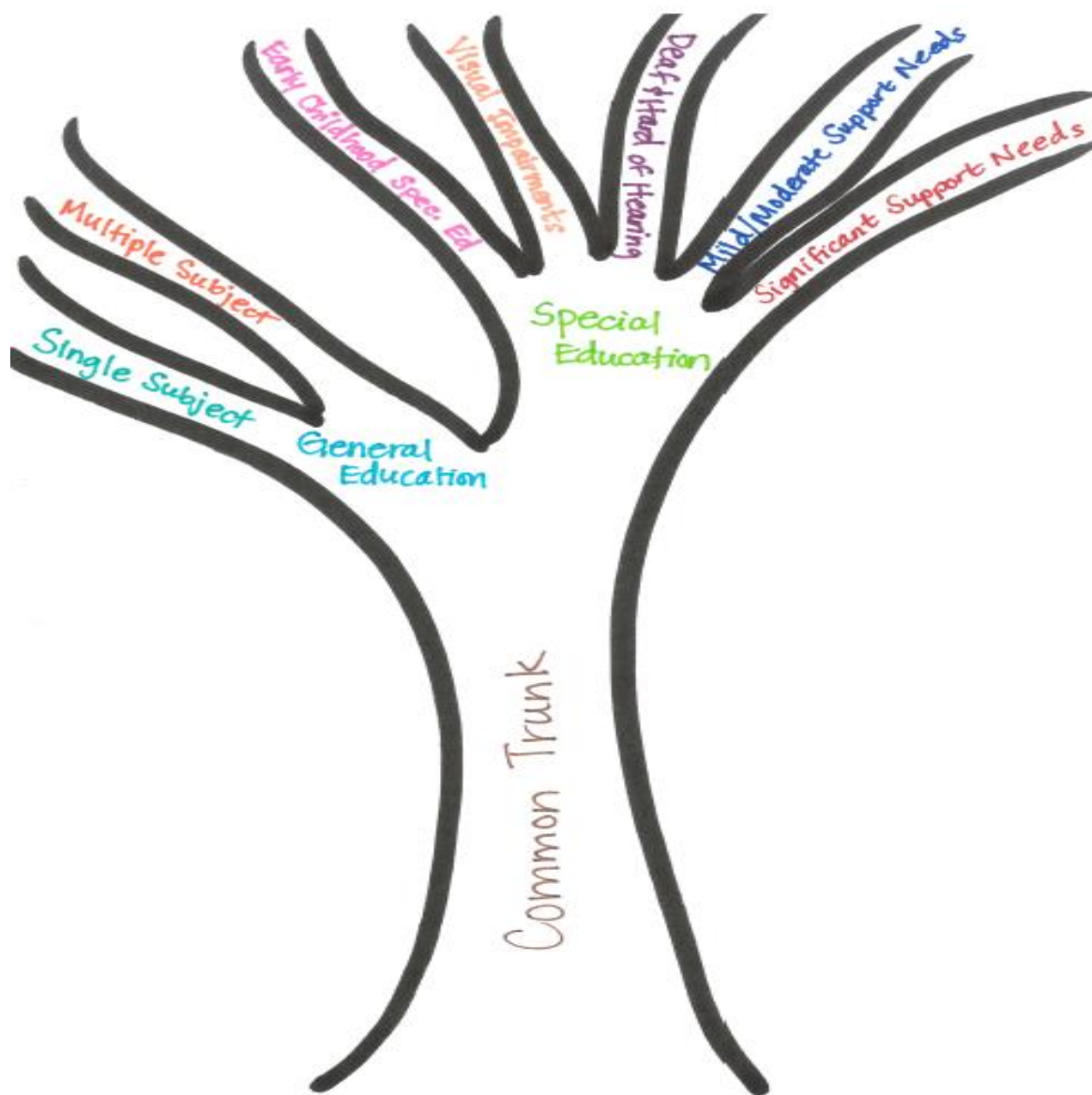
Following substantial input from stakeholders and discussion among Commissioners, neither option for restructuring the credentials serving students with mild/moderate disabilities and moderate/severe disabilities was moved forward. There appeared to be a strong consensus, however, around the idea that the General Education and education specialist credentials should share a common base, or trunk, of preparation. Of the options proposed by the workgroup, Option 2 seemed to have greater support from the stakeholders who provided testimony to the Commission. Feedback about Option 1 included concern that combining Mild/Moderate Disabilities and Moderate/Severe Disabilities into one credential would water down the specific preparation that teachers would need in order to meet the range of student needs. Feedback about Option 2 favored keeping the current Mild/Moderate Disabilities and Moderate/Severe Disabilities credentials separate, but included

concern about the proposed grade level bands for the Mild/Moderate Disabilities credential and raised questions about how these two critical areas of preparation should interact.

Based on these discussions, staff developed a third model that attempts to capture an emerging consensus regarding the preparation and interaction of credentialing for education specialists and general education teachers.

A Third Potential Model

This model embodies the suggestions of the various reform efforts, including the creation of a “common trunk” of preparation. The common trunk would address most if not all of the recently revised general education TPEs. Under this model, all teacher candidates would begin their preparation program with instruction and clinical practice in the general education TPEs. Candidates’ knowledge, skills and abilities would develop depth and specificity as they moved through common and into specialized preparation and clinical practice specific to the certification each candidate is seeking. This model would not require an Education Specialist to earn a General Education credential.



In the proposed model, there would be five initial Education Specialist Credentials growing out of the same base of preparation as the general education Multiple Subject and Single Subject Credentials:

1. Early Childhood Special Education (Birth through K);
2. Visual Impairment (Birth-22);
3. Deaf and Hard of Hearing (Birth-22);
4. Mild/Moderate Support Needs; and
5. Significant Support Needs.

Key Topics Still Under Consideration for Special Education Teacher Licensure

The following list of issues picks up on specific features of the Education Specialist credential structure that need to be specified in order to move forward with determining the appropriate structure for this credential area.

1. Subject Matter Competency: What is the appropriate subject matter base for these credentials?
 - a. When considering subject matter competency for the special education teacher in California, one consideration could be to have all prospective special education teachers take and pass the CSET: Multiple Subjects examination (or complete an Elementary Subject Matter program waiving CSET) which would provide them with the content expertise across seven content areas. If it remained a K-22 credential, then the teacher would be authorized to teach all subjects from Kindergarten through age 22 in a self-contained setting. When students are in departmentalized settings, the special education teacher would be in the role of directing the educational needs of each student with an IEP and would collaborate with the general education teacher who would be responsible for bringing the deeper content expertise taught. In this case, when the special education teacher has a more broad content expertise, as is the case when the candidate satisfies subject matter through the Multiple Subject requirements, the special education teacher would ensure that each student receives the appropriate instruction and supports.
 - b. If a special education teacher were required to have specific subject area expertise (multiple subject for K-8 and single subject for secondary), then California would have special education teachers who were experts in content areas and experts in accommodations and modifications to make content accessible to students with disabilities, essentially, education specialists in specific content areas.
 - c. Questions for Consideration: Is the Multiple Subject subject matter requirement (CSET: MS or Commission-approved ESM Program) sufficient content preparation for an Education Specialist credential holder if the Education Specialist credential remains a K-22 credential?
2. Clinical Practice: Does a special education teacher need to have experience in both a general education and a special education classroom?
 - a. In the *Greatness by Design* report, it was recommended that special education teachers have both general education clinical practice/field experience and special education field experience. The work group that recently prepared the revisions to the Education Specialist Program Standards and TPEs recommended that special education teachers earn a General Education credential prior to earning an Education Specialist credential. Although this was highly controversial given the extra amount of time and preparation required for a candidate to become a special education teacher, the work group recognized that this route would be the best way to ensure candidates are thoroughly prepared and able to teach all students in any setting. The model presented in this item does not require candidates to earn both a General Education credential and an Education Specialist credential, instead it relies on identifying critical components within the general education teaching competencies that can be embedded within the special education preparation program through coursework and clinical practice. Given the emphasis on providing special education teachers exposure and practice in the general education environment as it relates to teaching, the Commission will need to determine how much clinical practice in a

general education setting is necessary and appropriate for prospective special education teachers.

- b. Questions for Consideration: What portion of an Education Specialist credential candidate's clinical practice will take place in a general education setting? In a special education setting?

3. Teaching Performance Assessment (TPA): Should a TPA be required for all teachers?

- a. The Commission has spent a significant amount of time and resources in defining what a teacher should know and be able to do and has developed and adopted assessments to measure those expectations. The concept of "one system for all" can be captured by having all teachers demonstrate their readiness to teach by passing a TPA. Since 2008, this has been a requirement for general education teachers. Building passage of a TPA into the requirements for earning an Education Specialist credential would align general and special education preparation, and ensure that all teachers are competent in the common trunk of preparation and in their ability to teach all students.
- b. Question for Consideration: Should passing a TPA be required of special education candidates prior to earning a Preliminary teaching credential?

4. Grade Level Bands: Would grade level bands in the Mild/Moderate Support Needs and the Significant Support Needs credentials be appropriate?

- a. Another topic for consideration is the idea of grade level bands, which would address the concept of age appropriate instruction. If the idea is to prepare special education teachers not only for the various needs of students but also to meet those needs in age appropriate ways, then separating the credentials into grade level bands in addition to the level of need could be an option. One possible way to meet this would be to have two Mild/Moderate Support Needs Credentials (K-8 and Grade 6 through age 22) and two Significant Support Needs Credentials (K-8 and Grade 6 through Age 22). This could make it challenging to assign teachers.
- b. Questions for Consideration: How can preparation for the Education Specialist credential best address the need for developmentally appropriate practice across the K-22 grade range? Would moving from a K-22 Education Specialist credential to a credential with grade level bands better meet the needs of California's students with disabilities?

Topics for Commission Discussion

The General Education Program Standards were adopted in December 2015 and the TPEs were adopted in June 2016. Those programs have transitioned to the new requirements and all programs were required to be meeting the new standards and addressing the TPEs as of September 1, 2017. At this time, the Commission needs to come to consensus around a credential structure for the Education Specialist credentials so that the work can continue to move forward.

- Does the new model capture the emerging consensus regarding how best to update the Education Specialist credential structure?
- What is the appropriate subject matter requirement for the Education Specialist credential?
- What kinds of clinical experiences do candidates for the Education Specialist credential need?
- How much experience does a prospective special education teacher need in a general education classroom?
- Should a TPA be required for special education teachers?
- Are grade level bands necessary?

Staff Recommendation

Staff recommends that the Commission:

1. Adopt the new credential model proposed in this agenda item.
2. Require prospective education specialists to demonstrate subject matter competency as general education teachers do. One option is to pass the CSET: Multiple Subjects exam or complete an approved Elementary Subject Matter program and the second is to pass a Single Subject CSET or complete the Commission-approved subject matter program in a core academic area (English, mathematics, science, social studies).
3. Direct staff to finalize TPEs for all the Education Specialist credential areas for Commission consideration and action.
4. Direct staff to finalize the Program Standards, including the clinical practice requirements.
5. Take action such that once the new programs are in effect, candidates for the Education Specialist credential will need to take and pass a TPA approved by the Commission.

Next Steps

Staff will take action to implement the Commission's action on revising the Education Specialist credential structure. On any items for which the Commission directs staff, staff will bring those items back at a later Commission meeting for updates and possible action.

The draft Education Specialist program standards and TPEs will be reviewed once a credential structure has been determined to ensure the inclusion of all competencies necessary to reflect the adopted structure including those of the Language and Academic Specialist and the Physical and Health Impairments credential, and to set parameters around clinical practice.

Staff will gather feedback from stakeholders on the draft program standards and TPEs developed by the VI, DHH, and ECSE expert panels ([Appendix J](#)) and share this feedback with the Commission at a future meeting.

Note: The Deaf and Hard of Hearing Specialty Work Group will meet on January 10-11, 2018 to continue the work on the development of program standards and TPEs for DHH programs and candidates.

Appendix A
Federal Disability Definitions
Title 34: Education

PART 300-ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

§300.8 Child with a disability.

(a) *General.* (1) *Child with a disability* means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.304 through 300.311, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with §300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) *Children aged three through nine experiencing developmental delays.* *Child with a disability* for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in §300.111(b), include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

(c) *Definitions of disability terms.* The terms used in this definition of a child with a disability are defined as follows:

(1)(i) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(ii) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(iii) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (c)(1)(i) of this section are satisfied.

(2) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

(4)(i) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

(5) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) *Intellectual disability* means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."

(7) *Multiple disabilities* means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(8) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

(9) *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance.

(10) *Specific learning disability*—(i) *General*. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) *Disorders not included*. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

(12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

(13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

[71 FR 46753, Aug. 14, 2006, as amended at 72 FR 61306, Oct. 30, 2007; 82 FR 31912, July 11, 2017]

Appendix B

Information on Other States' Credential Structures and Research Findings

Technical Assistance Response

Prepared for the California Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) State Leadership Team

This brief provides a response to your inquiry to the CEEDAR Center regarding (1) state approaches to the certification and licensure of special education teachers and (2) a literature review to identify the research base and best practices in certification policies.

Please note that although the CEEDAR Center works to provide the most up-to-date information, state policies and practices are constantly changing. This memo provides information on existing CEEDAR Center documents and other external resources.

In preparing this report, we reviewed the following:

- CEEDAR Center state policy profiles
- Education Week: EdCounts database: <http://www.edcounts.org/createtable/step1.php?clear=1>
- National Conference of State Legislatures' Education Bill Tracking Database: <http://www.ncsl.org/issues-research/educ/education-bill-tracking-database.aspx>
- *The status of licensure of special education teachers in the 21st century: Prepared for the Center on Personnel Studies in Special Education:* <http://copsse.education.ufl.edu/copsse/docs/RS-7/1/RS-7.pdf>
- National Comprehensive Center for Teacher Quality Special Education Teacher Certification and Licensure database (last updated in 2007): <http://mb2.ecs.org/reports/Reporttq.aspx?id=1542&map=0>
- State policy documents, press releases, research articles, and other resources
- Teaching Certification.com, which links to all state teacher certification requirements: <http://www.teaching-certification.com/teaching-certification-requirements.html>

Before discussing the findings from this review, however, we want to note some limitations associated with this response. Although we take care to ensure that all of the information provided is accurate, please note that some information may be outdated or missing. The policy and practice landscape changes quickly, and this response may contain outdated information.

Question 1: How are states addressing the certification of special educators?

Presented here are a series of tables that represent the various state approaches to special educator licensure.

- Table 1: States With a Strictly Categorical Approach to Special Education Licensure
- Table 2: States That Require General Education Licensure as a Precondition for Special Education Licensure
- [Table 3: States With a Noncategorical Approach to Special Education Licensure \(Excluding Sensory Impairments, Speech-Language Impairments, and Orthopedic Impairments\)](#)
- [Table 4: States With Some Age or Grade Differentiation](#)

Table 1: States With a Strictly Categorical Approach to Special Education Licensure

Illinois	Michigan
Minnesota	North Dakota
Virginia*	

* Virginia offers certification in severe/profound disabilities. Source: Geiger, Crutchfield, and Mainzer (2003).

Table 2: States That Require General Education Licensure as a Precondition for Special Education Licensure

Alabama	Arkansas
Georgia*	Iowa
Kansas	Louisiana New
Jersey	Oklahoma
South Dakota	Washington
West Virginia	Wyoming

* Georgia requires general education licensure for a special education teacher to be considered highly qualified and to act as the teacher of record. Source: Sindelar, Leko, and Dewey (2013).

Table 3: States With a Noncategorical Approach to Special Education Licensure (Excluding Sensory Impairments, Speech-Language Impairments, and Orthopedic Impairments)

Connecticut	Florida [*]
Iowa	Kansas
Louisiana	Maine
Maryland	Massachusetts
Montana ^{**}	New Mexico ^{**}
New York	Ohio
Oklahoma	Oregon
Pennsylvania	Tennessee
Utah	Vermont
Washington ^{**}	

^{*} California is included on the basis of current information that updates the research of Geiger, Crutchfield, and Mainzer (2003).

^{**} Designates states with no categorical certification for sensory impairments.

Source: Geiger, Crutchfield, and Mainzer (2003).

Table 4: States With Some Age or Grade Differentiation^{*}

Alabama	Arkansas
Delaware	Iowa
Kansas	Louisiana
Maine	Maryland
Massachusetts	Nebraska New
York	Oregon
Rhode Island	South Dakota
Texas	West Virginia
Wisconsin	

^{*} Does not include prekindergarten differentiations, which all but two states have established. These states do not distinguish between general and special education, but they do provide grade-level certification.

Source: Geiger, Crutchfield, and Mainzer (2003).

Question 2: What does the literature indicate about best practices in special education certification and licensure?

Bell, D., & Steinmiller, G. (1987, March). *Teaching in rural America: Dual certification. A redefinition of regular and special education roles*. Presented at the seventh annual National Rural Special Education Conference, American Council on Rural Special Education, Asheville, NC.

In response to the increasing need of rural public schools for teachers who can function in more than one teaching area, Arkansas College designed a program for students to become certified in both special education and elementary education. The program emphasizes a mastery of both elementary and special education preparation. The students learn in-depth theories for teaching elementary math, science, economics, reading, social studies, music, and art. In the special education courses, strong emphasis is placed on human growth and development, assessment, individualized instruction, and behavior modification strategies. A table of course requirements (25 credits) is appended to the article. Implementation is intended to aid in retention of personnel in rural areas and assist with providing the required special education services for rural schools.

Highlights of Findings

The program increases the employment prospect of students, meets the needs of area schools, and furthers the effort to provide quality teacher training.

Bocala, C., Morgan, C., Mundry, S., & Mello, D. (2010). *Do states have certification requirements for preparing general education teachers to teach students with disabilities? Experience in the Northeast and Island Regions* (Issues & Answers Report, REL 2010-No. 090). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands.

In this report, the authors investigate, through the use of surveys of state certification personnel, two questions: (1) what are the certification requirements in special education coursework and fieldwork for general education teachers in all nine jurisdictions of the Northeast and Islands Region, and (2) what are the commonalities and differences in certification requirements across jurisdictions in the region?

Highlights of Findings

Eight of the nine jurisdictions require some coursework in teaching students with disabilities for initial licensure of general education teachers. These range from approved courses and fieldwork experience to programs of study incorporating specific content areas for serving students with disabilities. The one jurisdiction that did not require coursework or fieldwork in this area is revising its regulations to require coursework.

- Four states required general education teachers to engage in fieldwork with students with disabilities.
- Three other state certification officials noted that, because of the large numbers of students with disabilities in general education classrooms, most teacher candidates will

have fieldwork experience with these students as part of their regular student teaching and other field experiences. Thus, regulations mandating specific fieldwork with students with disabilities may not be needed.

- In the jurisdictions with special education coursework requirements for general education teachers, state policy documents stipulate the content that teacher candidates should master to teach students with disabilities in the general education classroom.
- As of February 2010, three jurisdictions (Connecticut, New Hampshire, and New York) were revising parts of the regulations for preparing general education teachers. Massachusetts and Vermont were considering changes but were still gathering input. The remaining jurisdictions (Maine, Puerto Rico, Rhode Island, and the U.S. Virgin Islands) were not considering revisions to their teacher certification regulations in this area at the time of the interviews.
- Five jurisdictions (Connecticut, Massachusetts, New York, Rhode Island, and Vermont) used state professional teaching standards to inform teacher certification regulations. The standards covered the knowledge, skills, and performance required of all teachers to meet the needs of students with disabilities.
- Across jurisdictions, eight recommended the following special education content areas: growth and development of exceptional children; instructional design; adapting, accommodating, differentiating, and modifying instruction; field experience with students with disabilities; evaluating individualized education programs; collaboration; legal and historical foundations; and student learning differences.

Council for Exceptional Children. (2000). *What every special educator must know: The standards for the preparation and licensure of special educators* (4th ed.). Reston, VA: Author.

This document, developed by the Council for Exceptional Children, presents revised comprehensive standards and guidelines for the preparation and certification of special educators and for practice as special educators.

Highlights of Findings

- The document contains a curriculum-referenced licensing and program accreditation framework recommended for licensing of entry-level professionals in special education.
- Guidelines for mentoring and for continuing practice in the profession are included.
- Section 3 contains the knowledge and skill standards that special education preparation programs use for developing and evaluating their programs and that Council for Exceptional Children uses for the national accreditation process.
- Appendices include summaries of the history of special education and professional standards, as well as a self-evaluation instrument designed for use by students of special

education to evaluate their progress in knowledge and skills.

Feng, L., & Sass, R. (2010). *What makes special education teachers special? Teacher training and achievement of students with disabilities* (Working Paper 49). National Center for Analysis of Longitudinal Data in Education Research.

The authors examine the impact of preservice preparation and inservice formal and informal training on the ability of teachers to promote academic achievement among students with disabilities.

Highlights of Findings

- The authors find that inservice professional development has little effect on teachers' ability to increase the achievement gains of students with disabilities.
- Teachers with advanced degrees are more effective in boosting the math achievement of students with disabilities than are those with only a baccalaureate degree. Preservice preparation in special education has significant effects on the ability of the teacher to elicit achievement gains from students with disabilities, especially in reading.
- For reading instruction, teachers of special education are more effective if they have preservice training in special education. This is true whether training is measured by hours of coursework, attainment of a bachelor's degree in special education, or certification in special education. This suggests that reducing certification requirements for special education teachers through alternative certification programs may be counterproductive.

Fullerton, A., Ruben, B. J., McBride, S., & Bert, S. (2011). Development and design of a merged secondary and special education teacher preparation program. *Teacher Education Quarterly*, 38, 2.

This article describes the process used by cross-department faculty at the Graduate School of Education at Portland State University, Portland, Oregon, to develop the Secondary Dual Educator Program (SDEP). The purpose of SDEP is to develop strategic teachers with the versatility to meet the learning needs of all secondary students. The faculty team engaged in a curricular mapping process to examine and merge the separate programs in a way that would achieve their goals and meet licensure requirements in special and secondary education. The team then identified redundant or unique elements, resulting in a working draft of the scope and sequence of the new program's courses and field experiences. Goals of the program include teaching from a strong content knowledge; differentiating units; accommodating needs of diverse students within inclusive classrooms; teaching reading to struggling readers; initiating collaborative planning, assessment, and problem solving; coplanning and coteaching; adapting units and lesson plans for students with diverse needs; using positive behavior support strategies; understanding assessment and instruction for individuals with significant disabilities; and becoming change agents and leaders for responsible inclusion. SDEP is a full-time, two-year graduate program culminating in licensure as a secondary educator in a content area, with authorization to teach midlevel and/or high school secondary special education.

Highlights of Findings

- The process resulted in a revision of the sequence of special and secondary content and

field experiences to allow candidates sufficient time to gain proficiency in the component knowledge and skills in assessment and instruction needed before they were expected to differentiate in content area classes.

- Placing special education field experiences before content area field experiences resulted in candidates having higher expectations for special education students and knowledge of which literacy support strategies to use to meet these expectations.
- Participating in a special education student teaching experience first and content area student teaching second set the stage for candidates to initiate collaboration as content area teachers, dedicating time to consult more closely with special education teachers.
- Candidates participating in the new program brought a broader repertoire of classroom management skills to their content area teaching experience and used them with more confidence.

Geiger, W. L., Crutchfield, M. D., & Mainzer, R. (2003). *The status of licensure of special education teachers in the 21st century* (COPSSE Document No. RS-7). Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.

Retrieved from <http://copsse.education.ufl.edu/copsse/docs/RS-7/1/RS-7.pdf>

The authors examine surveys from state departments of special education concerning special education licensure practices. Investigation in the use of multicategorical licensure and categorical licensure was conducted.

Highlights of Findings

- A trend toward multicategorical licensure, especially for teachers of students with high-incidence disabilities (e.g., specific learning disabilities, mild mental retardation, and behavioral disorders) was noted.
- Most states also maintained some categorical licenses, commonly but not exclusively in sensory impairments (e.g., deaf and hard of hearing, visual impairments).
- The authors report a strong preference for Grades K–12 licensure and note that, where age is used to differentiate levels of licensure, it tends to be differentiated for teachers of young children.

Geiger, W. L., Mickelson, A., McKeown, D., Barton, J., Kleinhammer-Tramill, J., & Steinbrecher, T. (2014). Patterns of licensure for special education teachers. In P. T. Sindelar, E. D. McCray, M. T. Brownell, & B. Lignugaris/Kraft (Eds.), *Handbook of research on special education teacher preparation* (pp. 30–46). New York: Routledge.

In this chapter, Geiger et al. update their findings from the previous decade concerning variability in special education licensure across the states.

Highlights of Findings

- Although there is wide variability in special education licensing and no research to suggest that any one framework is better than any other, there are state-to-state similarities, which may be construed as best professional judgment. For example, all states award licensures to individuals who complete state-approved preparation programs at accredited institutions.
- Geiger et al. also note that although most states use course-based requirements for licensure, performance assessments are becoming more commonplace.
- Freestanding special education licensure remains far more common than add-on licensure, and Grades K–12 or PK–12 remain the most common age range used to license special education teachers.
- Most states (80 percent) offer both categorical and noncategorical special education licenses. On the other hand, only 12 states have adopted a special education teacher licensure structure that differentiates for secondary special education, whereas 80 percent of states differentiate for early childhood.
- The “highly qualified” requirement in the Individuals with Disabilities Education Act stipulates that special education teachers who teach core academic subjects must demonstrate subject-matter competence commensurate with the grade levels they teach. In coteaching and consultative models of service delivery, however, special education teachers do not have to be highly qualified in subject areas.

Hart, J. E., & Malian, I. (2013). A statewide survey of special education directors on teacher preparation and licentiate in autism spectrum disorders: A model for university and state collaboration. *International Journal of Special Education*, 28, 4–13.

The authors examine, through a statewide survey of special education directors, the preparation and licensure practices for teachers of students with autism spectrum disorders.

Highlights of Findings

- Only a handful of states (Kentucky, Michigan, Nevada, and West Virginia) have specific autism licensure programs.
- A small group of states (Connecticut, Illinois, Indiana, Kansas, Nebraska, and Oklahoma) include autism in multicategorical special education certificates.
- Florida offers a 12-credit endorsement in autism, and Delaware requires a standard special education license with an autism concentration.
- In a survey of district special education directors in a southwestern state, 70 percent expressed preference for an autism endorsement (on a standard special education certificate).

Heine, H. (2006). *Teacher certification systems* (Policy Brief). Honolulu, HI: Pacific Resources for Education and Learning.

This policy brief reviews current research, policies, and practices in teacher certification systems nationally, internationally, and regionally. It also explores trends and alternative or nontraditional methods for teacher certification and how these play out in different contexts. The purpose is to assist regional policymakers in examining their own teacher certification systems, addressing necessary changes, and proposing policy changes.

Highlights of Findings

- Research suggests that students of teachers with strong content knowledge learn more than students of teachers with weak content knowledge. The research is particularly compelling in subjects such as mathematics.
- The brief cites several studies that showed a positive impact of fully licensed teachers on student outcomes.
- The brief cites research that suggests that emergency-certified teachers are probably the least prepared to do well.
- Includes recommendation to eliminate emergency certificates.

Hoogstra, L. (2011). *Tiered teacher certification and performance-based assessment*. Naperville, IL: Regional Educational Laboratory Midwest.

This brief identifies relevant research on tiered teacher certification systems, state policies on teacher certification, and the criteria used to determine movement from one tier to the next. The brief summarizes recent research on teacher performance-based assessment as it relates to teacher certification. An overview of teacher certification requirements in states in the Midwest region and states that have been awarded grants through the Race to the Top fund is presented in an appendix.

Highlights of Findings

- Tiered licensure systems typically include the following levels: initial licensure, standard or professional licensure, and master or lead teacher licensure.
- Some states also include provisional licensure for individuals who have not yet completed a teacher education program or who are completing alternate routes to certification.
- In nearly all states, teachers are required to pass at least three tests—basic skills, subject matter, and professional knowledge—in order to become licensed, although research indicates that these tests may have little value in predicting teachers' classroom performance.
- In response to the need for performance-based assessment, at least 32 states use the National Board Certification assessment process as a basis for teacher evaluation, salary

increases, and the selection of master or lead teachers; 28 use certification status as a proxy for license renewal.

- The National Research Council conducted a comprehensive evaluation of the National Board for Professional Teaching Standards (NBPTS) and concluded that NBPTS took appropriate steps to ensure that the assessments meet professional standards; results from validity studies document that the assessments are effective in identifying teachers who demonstrate accomplished teaching practices.
- Using student achievement test data to evaluate the effects of teachers who passed, failed, or withdrew from the National Board Certification assessment revealed that applicants who were subsequently certified were more effective than those who applied but failed, and the differences were statistically significant.
- Across the seven studies cited, teachers who passed the NBPTS assessment raised their students' achievement about .20 of a standard deviation higher in both math and reading than did teachers who failed.
- In some states, teacher performance assessments have been developed and used as a basis for initial licensing recommendations or during the teacher induction period as a basis for moving from provisional to professional licensure. These state assessments are subject specific and require teachers to assemble a portfolio that includes lesson logs, videotapes of teaching, examples of student work and assessments, and teacher commentaries.
- Teachers' scores on the Connecticut Beginning Educator Support and Training assessment predicted student gains in reading achievement.
- Findings on the relationship between beginning teachers' scores on the Performance Assessment for California Teachers and their subsequent teaching effectiveness as measured by students' achievement gains in English language arts indicated that students taught by a teacher with a score at the top of the scale (44) scored, on average, 20 percentile points higher than those taught by a teacher receiving the lowest passing score (24).

King-Sears, M. E., Carran, D. T., Dammann, S. N., & Arter, P. S. (2012). Multi-site analyses of special education and general education student teachers' skill ratings for working with students with disabilities. *Teacher Education Quarterly*, 39, 131–149.

The researchers examined the self-ratings of special and general education teacher candidates engaged in student teaching from their preservice field experience immediately prior to graduation. Acquiring data at the end of the student teaching experience was targeted because student teaching is when teacher candidates apply the knowledge and use the skills they learned in courses, and it is when the student teachers' self-efficacy beliefs evolve, especially pertaining to teaching students with disabilities.

Highlights of Findings

- All special education student teachers' self-ratings were compared with all general education student teachers' self-ratings. In all six domains—instructional strategies, learning environment, behavior, instructional practice, assessment, and professional practice—statistical significance at the .01 level indicated that special education student teachers self-rated higher than did general education student teachers.
- For all domains, except behavior, there was significance favoring traditional special education student teachers.

Kleinhammer-Tramill, P. J., Geiger, W. L., & Morningstar, M. (2003). Policy contexts for transition personnel: An analysis of transition-related credentials, standards, and course requirements in state certification and licensure policies. *Career Development for Exceptional Individuals*, 26, 185–206.

The authors examine state licensure policy as it relates to special education and secondary or transition services by conducting a survey of state department of education personnel.

Highlights of Findings

- Twelve states had licensure options in transition, vocational special needs, and the like.
- Twenty-four states included transition-related standards for at least one special education license.
- The authors argue that program differentiation and development are unlikely to occur in the absence of a licensure policy framework to support it.

Montrosse, B. E. (2009). *Estimating the effects of teacher certification on the academic achievement of exceptional high school students in North Carolina* (Doctoral dissertation). Retrieved from <http://search.proquest.com/docview/304856554>

Montrosse analyzed the end-of-course performance of North Carolina high school students with disabilities in English I, Algebra I, and Biology to determine the effectiveness of teacher certification practices on academic achievement.

Highlights of Findings

- In English I, students of teachers with special education (or dual) certification outperformed students of teachers lacking special education (or dual) certification.
- In Algebra I and Biology, students of teachers certified in-field outperformed students whose teachers were not certified in-field.

Sindelar, P. T., Leko, C. D., & Dewey, J. F. (2013, April). *Stand-alone and add-on special education licensure: Impacts on disability identification, service delivery, teacher employment, and student outcomes*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

In this article, the authors review state policy in dual certification requirements and its impact on teacher retention and effectiveness. Specifically, the paper investigates the role that dual certification plays in keeping teachers as special educators, working in inclusive classrooms, and the level of educator effectiveness with students with disabilities.

Highlights of Findings

- On nearly all measures of student identification, service delivery, special education teacher employment, and student achievement, add-on states did not differ substantially from stand-alone states in trends observed from 2005 to 2010.
- The authors found that the 2005–10 decline in special education teacher employment was substantially less in add-on states (~5 percent) than in states with stand-alone special education certification (15 percent).
- The authors found that licensure structure has had no discernible impact on change in special education teacher employment, change in identification of students with disabilities and specific learning disabilities, change in specific learning disability service delivery, or National Assessment of Educational Progress math and reading performance for either students with disabilities or all others.

Rosenberg, M., & Sindelar, P. T. (2005). The proliferation of alternative routes to certification in special education: A critical review of the literature. *Journal of Special Education*, 39(2), 117–127.

This article reviews research and analyzes the efficacy of various approaches to alternative routes to certification (ARCs) in special education. ARC is defined, and an explanation of its recent growth is offered. Programmatic features associated with successful ARC programs are described, and what remains unknown about ARC programs is discussed. The article concludes with a series of recommendations for policymakers and teacher educators.

Highlights of Findings

- ARC definition: ARC programs provide access to a teaching credential that circumvent traditional preservice preparation; ARC programs provide individuals with no traditional preservice teacher (PST) preparation entry into the teacher preparation profession; ARC programs are usually shorter than traditional programs and more heavily field based; many are structured to allow candidates to enter the teaching force immediately or soon after beginning; some programs offer courses in the schools where candidates work; programs are offered at community colleges; many ARC programs make use of distance education technology; ARC candidates are unlikely to have a substantial background in education; evidence suggests that career changers in ARC programs tend to come from jobs in the low salary ranges rather than from the professional or managerial ranks.
- Factors that have contributed to the rapid growth of ARC in special education include (a) the persistent shortage of qualified teachers; (b) the acute need for teachers who are culturally and linguistically diverse; and (c) dissatisfaction with the educational establishment's hold on entry to teaching, as expressed in policy by No Child Left Behind.
- ARC programs can produce competent teachers, but not all ARC programs are alike. The

limited research base indicates that successful ARC programs are planned and delivered collaboratively by institutions of higher education and local education agencies, often with policy support from state education agencies. Effective programs are of adequate length and employ a variety of learning activities.

- Successful ARC programs make considerable use of institution of higher education supervision and building-based mentor support to guide teacher development.
- The existing database has insufficient information to judge the long-term efficacy of various types of ARC programs.
- Little is known about how (or whether) the proliferation of ARC programs will affect the professionalization of special education teaching or whether abbreviated training will foster teachers' professional comportment.

Young, K. S. (2011). Combined credential programs: Pedagogic, practical, and ideological concerns. *Teacher Education Quarterly*, 38, 2.

This study examines societal, institutional, and personal factors that influence PSTs' understandings about general and special education teachers. It examines factors that influence their decisions about what type of teacher they want to become. It also examines the factors that influence their perceptions of disability and typicality. It considers the relationship between socializing agents (such as past experiences, public perception, and the teacher education program itself) in relation to PSTs' desires to become general or special educators. It also relates their professional decisions to the norms and values espoused within this new programmatic framework. Framed within the professional socialization and teacher identity literature, this study delves into the nuances of a combined credential program. This article uses a case study of one newly implemented combined credential program at a large, urban, public university in California to examine how PSTs experience the professional socialization of becoming general *and* special education teachers in relation to their perceptions about disability and typicality.

Highlights of Findings

- The authors find that societal, institutional, and personal factors influence PSTs' professional socialization in this combined credential.
- Those who entered the program wanting to be special educators finish the first year still wanting to be special educators.
- The findings suggest that past experiences, private and public, play an overwhelmingly powerful role in a PST's views of becoming a teacher. In fact, these experiences often trump experiences in the combined credential program.

Appendix C

Historical Information on Special Education Credentials and Authorizations

As explained in a November 2012 Commission webcast, [*Foundations of Special Education Certification in California*](#), special education credentials have been issued for many years in California under the umbrella of General, Standard and Ryan Credentials. Over the past 40 years, numerous legislative measures have influenced programs and services for students with special needs both in California and nationally. The reauthorization of the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act had a significant impact on the most recent changes in 2010 to special education credentials in California.

Ryan Specialist Instruction Credentials

The 1970 Ryan Act, which also created the Commission, established four Specialist Instruction Credentials in Special Education: Learning Handicapped, Severely Handicapped, Communicatively Handicapped, and Physically Handicapped (including orthopedically handicapped and visually handicapped). Prospective special education teachers were required to hold a prerequisite general education teaching credential before they earn a special education credential, which was considered an “advanced specialist credential.” In 1974, under the term “individuals with exceptional needs,” the same four sub-classifications identified by the Ryan Act were also identified in the California Master Plan for Special Education by the California Department of Education. A number of further developments took place during the ensuing years as the Commission continued to improve the special education credential structure.

Education Specialist Credentials (Level I and Level II)

In 1993, the Commission adopted policies to begin a major restructuring of special education credentials. Between 1994 and 1996, a Special Education Advisory Panel composed of special education teachers, administrators, university professors, school board members, personnel directors, audiologists, language and speech specialists as well as infant specialists were charged with advising the Commission on the development of a new special education credential structure and to recommend corresponding program standards. The new structure and program standards for the Education Specialist Credentials were adopted by the Commission in the fall of 1996 and implemented beginning in January of 1997.

When the Commission adopted the Education Specialist Credential structure in 1996, the Education Specialist Credential became an initial basic credential rather than an “advanced specialist” level of certification. Special education teachers were no longer required to earn a Multiple or Single Subject Teaching Credential prior to earning the Education Specialist Credential. Both the Commission and the Special Education Advisory Panel recognized the widespread shortages of teachers in special education. The elimination of the prerequisite teaching credential requirement was expected to help alleviate the shortage.

The Education Specialist Credential standards adopted in 1996 required collaboration with general education teachers and fieldwork in both general and special education. Under the 1997 standards, Education Specialist Credential candidates were also required to demonstrate subject matter competence either through completion of an approved subject matter preparation program or passage of a Commission-approved subject matter examination in any general education credential

content area. However, the authorization of the credential was not restricted to a particular grade level, or subject matter area. The Education Specialist Credential was developed as two-tier credential and was initially implemented beginning with a Level I credential, followed by a Level II credential that included additional advanced preparation through an approved Level II program while employed and providing special education services.

Current Education Specialist Credentials (Preliminary and Clear)

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist Credentials. The Special Education Credential Work Group was formed in December 2006. At the December 2007 meeting, the Commission approved a *Report to the Governor and Legislature on the Study of Special Education Certification* that contained 25 recommendations for modifications and improvements to the Education Specialist Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that would be taken to implement those 25 recommendations.

Included in that plan was the establishment of a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist Credentials, credential authorization statements and added authorizations in special education, and Teaching Performance Expectations for candidates earning the Education Specialist Credentials. The fourteen member Design Team was assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations were developed. The Commission approved standards for the Preliminary and Clear Education Specialist Credentials and added authorizations in late 2008 and early 2009.

The change in content when the program standards were revised in 1997 is very similar to recent content changes in the program standards for the Education Specialist Credential during the 2010 revisions that embedded content for autism spectrum disorders (ASD) across all Education Specialist Credential specialty areas. These content changes within the program standards in both of these cases reflect both an increase in demand for prepared educators based on a corresponding increase in the student population in these disability categories as well as recognition of the shift in service delivery and placements for these student populations based on LRE. Therefore, candidates that complete the new Preliminary Education Specialist in M/M along with the other specialty areas now earn an authorization for serving students in the disability area of ASD because it reflects the new content in their program standards. Previously prepared M/M candidates completing the Level I and Level II Education Specialists do not hold an authorization for serving students in the disability area of ASD unless they also complete additional specific AASE program content in the disability area to add the additional ASD authorization

Appendix D

Special Education Credentials, Interns and Permits Issued in California

Years	Mild/Moderate Disabilities (MM)				Moderate/Severe Disabilities (MS)				Early Childhood Special Education (ECSE)			
	P5	OOS	IN	EP	P5	OOS	IN	EP	P5	OOS	IN	EP
1995-96	1128	88	209	2958	301	31	57	1881	0	0	0	0
1996-97	1213	139	177	2959	264	43	52	1998	16	0	0	1
1997-98	1142	173	219	3528	276	50	34	2139	45	2	2	13
1998-99	1356	91	236	5477	306	23	58	2361	49	2	1	105
1999-20	1201	188	222	6538	304	57	44	2375	60	13	1	184
2000-01	1121	693	295	6403	292	135	89	2099	55	16	13	254
2001-02	1207	766	464	6008	270	142	134	2014	86	39	7	319
2002-03	1605	593	866	5404	352	127	263	1801	105	30	9	322
2003-04	1982	403	1464	3682	471	112	317	1319	91	33	29	273
2004-05	2462	349	1085	3047	582	89	263	1164	131	29	41	271
2005-06	2408	403	1267	2625	614	130	412	1054	151	38	84	300
2006-07	2489	389	1695	1995	682	147	547	920	181	43	102	271
2007-08	2062	304	1129	1290	596	217	565	576	142	59	129	232
2008-09	2225	304	1129	842	722	98	473	408	171	44	117	177
2009-10	2309	306	989	468	706	141	384	331	180	50	88	158
2010-11	2517	330	1055	280	867	134	374	456	182	47	87	151
2011-12	2510	372	855	253	847	132	434	378	147	45	44	157
2012-13	2111	384	872	240	857	132	370	325	179	58	60	155
2013-14	1740	361	997	372	666	94	395	843	140	49	79	139
2014-15	1684	441	997	679	638	90	359	678	153	34	85	154
2015-16	1580	487	1238	1152	564	110	452	764	161	37	117	152
2016-17	1839	568	1273	1669	712	86	402	873	194	36	125	186

P5 = Preliminary Credential Earned in California

OOS = Prepared as a Special Education teacher in another state

IN = Intern Credential, is teacher of record, and is completing an intern preparation program

EP = Short Term Staffing Permits (STSP), Provisional Internships (PIP), Special Education Limited Assignment Permit (SELAP), Waivers

A new specialty credential was developed in 2010—Education Specialist: Language and Academic Development. There are only 2 programs approved. Total LAD credentials issued to date: 9 preliminary, 1 intern, and 24 emergency documents have been processed to date.

Years	Deaf and Hard of Hearing (DHH)				Visual Impairments (VI)				Physical and Other Health Impairments (PHI)			
	P5	OOS	IN	EP	P5	OOS	IN	EP	P5	OOS	IN	EP
1995-96	22	19	0	169	12	4	1	57	9	1	0	81
1996-97	26	14	0	164	26	1	1	44	15	0	1	73
1997-98	28	16	0	172	11	1	0	43	10	3	0	70
1998-99	37	12	0	181	9	0	0	55	16	1	1	87
1999-20	43	31	1	165	10	6	0	50	7	3	0	73
2000-01	35	44	1	163	9	12	0	63	4	3	1	75
2001-02	28	56	2	163	8	13	2	66	6	2	0	76
2002-03	45	41	3	137	17	14	5	62	17	4	5	80
2003-04	55	38	12	95	17	8	11	52	27	1	9	40
2004-05	48	21	7	100	19	7	8	43	10	1	2	42
2005-06	49	27	13	77	26	8	9	26	10	1	5	35
2006-07	52	28	7	49	27	13	13	28	19	4	8	24
2007-08	50	26	13	41	14	4	12	23	7	1	10	14
2008-09	51	9	13	35	16	9	14	26	10	1	6	11
2009-10	42	17	15	55	26	5	18	19	8	1	10	12
2010-11	42	23	24	66	17	4	10	19	13	1	5	71
2011-12	69	23	6	45	19	4	23	10	11	3	4	59
2012-13	49	19	9	36	24	3	11	10	9	2	1	74
2013-14	45	20	21	30	24	6	15	12	5	1	1	41
2014-15	44	18	8	37	8	10	20	15	3	2	1	60
2015-16	43	19	14	35	12	10	14	28	3	3	2	36
2016-17	44	15	12	44	20	7	24	28	0	0	1	29

P5 = Preliminary Credential Earned in California

OOS = Prepared as a Special Education teacher in another state

IN = Intern Credential, is teacher of record, and is completing an intern preparation program

EP = Short Term Staffing Permits (STSP), Provisional Internships (PIP), Special Education Limited Assignment Permit (SELAP), Waivers

Appendix E
Where are Special Education Teachers Providing Services?
2015-16 Statewide Total Special Educators = 48,367

Since there are educators with assignments in multiple schools the numbers below are duplicated	
Counts by School Type	
School Type	Count
Adult Education Centers	14
Alternative Schools of Choice	370
Continuation High Schools	634
County Community	149
District Community Day Schools	137
Elementary Schools In 1 School Dist. (Public)	212
Elementary Schools (Public)	18,868
High Schools (Public)	11,571
High Schools In 1 School Dist. (Public)	3
Intermediate/Middle Schools (Public)	7,466
Junior High Schools (Public)	214
Juvenile Court Schools	220
K-12 Schools (Public)	787
Opportunity Schools	30
Preschool	272
Special Education Schools (Public)	3,484
State Special Schools	171
Youth Authority Facilities	23
N/A (District Office)	5,288
Total	49,913

Since there are educators with assignments in multiple districts the numbers below are duplicated.

District Type	Count
County Office of Education (COE)	3,546
Elementary School District	8,125
High School District	4,123
Non-School Locations	23
State Board of Education	18
State Special Schools	181
Statewide Benefit Charter	15
Unified School District	32,723
Total	48,754

Appendix F

Teaching Performance Expectations (TPEs)

Aligned with the California Standards for the Teaching Profession

Language highlighted in yellow has historically been required knowledge and skills for special education teachers and is now required of all new general education teachers.

Introduction

The *Teaching Performance Expectations (TPEs)* comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the *California Standards for the Teaching Profession (CSTP)* that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. **This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.**

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. **Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.**
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. **Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.**
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative

Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development

Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Narrative

Subject-Specific Pedagogy and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

¹ See Subject-Specific Pedagogical Skills in Section 2 for reference.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;

- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and

criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in

learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Narrative

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

Appendix G

Education Specialist Preliminary Credential Work Group

Name	Affiliation	Current Position
Representatives to the Work Group		
Mary Briggs	California School Boards Association Liaison	Education Policy Analyst
Mary Gomes	Association of California School Administrators Liaison	Educational Services Executive
Cheryl Mohr	California County Superintendents Educational Services Association Liaison, Madera County Office of Education	Executive Director, Student Programs and Services
Emily Solari	University of California Liaison, UC Davis	Associate Professor of Education
Kristin Stout	California State University Liaison, CSU Long Beach	Education Specialist Credential Program Coordinator
Ingrid Gunnell	California Federation of Teachers Liaison, Los Angeles Unified School District	UTLA/LAUSD Salary Point Advisor
Stephanie Stotelmeyer	California Teachers Association Liaison, Santa Ana Unified School District	Education Specialist, Resource
Diana Taylor	Association of Independent California Colleges and Universities Liaison, Mt. St. Mary's University	Education Specialist Program Director
Aaron Christensen	California Department of Education Liaison	Education Programs Consultant
Work Group Members		
Suzanne Borgese	Placentia Yorba Linda Unified School District	Education Specialist, Mild/Moderate
Jessica Burrone	Yuba County Office of Education	Special Education Principal, Moderate/Severe
Cathy Creasia	University of Southern California	Credential Analyst and Project Specialist for Accreditation and Evaluation
Anne Delfosse	West Orange County Consortium for Special Education	Executive Director
John Erratt	Orange Unified School District	Special Education Program Coordinator
Elizabeth Freer	Etiwanda School District	Director of Special Education
Jean Gonsier-Gerdin	California State University, Sacramento	Professor
Victoria Graf	Loyola Marymount University	Professor of Education
Elizabeth Jara	San Joaquin County Office of Education	Education Specialist, Emotional Disturbance
Talya Kemper	California State University, Chico	Assistant Professor, Special Education
Meghan Magee	Mother Lode Union School District	School Psychologist
Elise Morgan	San Diego Unified School District	Education Specialist, Mild/Moderate
Susan Porter	National University	Associate Professor/Chair, Special Education
Diana Sanchez	Los Angeles Unified School District	Teacher of the Deaf
Zachary Smith	Sanger Unified School District	Project Manager, Universal Design for Learning and Special Education
Michael Solis	University of California, Riverside	Assistant Professor, Special Education
Sally Spencer	California State University, Northridge	Professor, Special Education
Deanna Torrington	Rocklin Unified School District	Education Specialist, Resource
Julie Tucker	South San Francisco Unified School District	Induction Special Education Support Provider
Mary Yung	San Mateo County Office of Education	Coordinator, Special Education Teacher Induction
Andrea Zetlin	California State University, Los Angeles	Professor, Special Education

Appendix H

Draft Education Specialist *Teaching Performance Expectations*

TPE 1: Engaging and Supporting and Students in Learning

Elements

Education Specialist Candidates:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
2. Demonstrate understanding of students with complex communication needs (i.e., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
3. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
4. Demonstrate the ability to facilitate transition from Individual Family Service Plans (IFSPs) to IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.
5. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, independent living and community participation.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Education Specialist Candidates:

1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.
2. Demonstrate knowledge of the communicative intent of students' behavior and as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
3. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
4. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
5. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

6. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
7. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Education Specialist Candidates:

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.
3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Education Specialist Candidates:

1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
3. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.
4. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
5. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Elements

Education Specialist Candidates:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use alternative student assessments, as appropriate, based on students' needs.
2. Demonstrate knowledge of special education law, including the conduct of assessments and how to hold IEP meetings according to the guidelines established by law.
3. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
4. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator

Elements

Education Specialist Candidates:

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Appendix I

Draft Education Specialist Program Standards

Standard 1: Program Design and Curriculum

Each program of professional preparation is implemented effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program's organizational structure supports a logical and integrated progression for candidates for both the instructional components and field work provided within the program. The program's design and plan allow candidates multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally, linguistically and culturally-appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

Key elements within the curriculum include: typical and atypical child growth and development from birth through age 22; developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state-adopted content standards and Frameworks; understanding the learning trajectories of young children to young adults; designing and implementing developmentally, linguistically, and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The program's design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (See also Standard 6).

Standard 2: Preparing Candidates to Master the General Education and the Education Specialist Teaching Performance Expectations (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/practicum/clinical practice experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as these apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-

related and other assessments of their competence with respect to the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the Education Specialist TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Clinical Practice

- A. The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.
- B. Fieldwork/Practicum/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe the administration of a range of alternative and augmentive assessments of learning as well as to observe students' socio-emotional growth and development. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

The range of supervised experiences provided to candidates must include supervised early field experiences, guided observations in a variety of special education settings, and initial student teaching (i.e., co-planning and co-teaching, or guided teaching), and final student teaching. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating education

specialist teachers understand their roles and expectations. Clinical supervision and support for candidates must include an in-person site visit, video capture or synchronous video observation by one or more program supervisors.

- C. Criteria for Field Work/Practicum/Clinical Practice Placements Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups. They should also reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.
 - For Multiple Subject and Single Subject candidates (Elementary or Secondary Setting), site placement must include settings that include students with low incidence disabilities and high incidence disabilities.
- D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor) should include holding a Clear Education Specialist Credential in the content area for which they are providing supervision and having a minimum of three years of K-12 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective for candidate supervision.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the Education Specialist TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting all program requirements.

Standard 5: Assessment of Candidate Competency

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program must determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of General Education and Education

Specialist *Teaching Performance Expectations* (TPEs) as these apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative evaluation processes. Verification of candidate performance on the general education TPEs is provided through candidate passing of the Teaching Performance Assessment (TPA) model selected by the preparation program; verification of candidate performance with respect to the Education Specialist TPEs is the responsibility of the program.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program

Appendix J

Teaching Performance Expectations Development Expert Panels

Name	Affiliation	Current Position
Visual Impairments		
Cheryl Kamei-Hannan	California State University, Los Angeles	Professor and Coordinator of the Visual Impairments Credential Program
Megan Viren	San Diego Unified School District	Teacher of Students with Visual Impairments
Lore Schindler	Los Angeles Unified School District	Teacher/Technology Coordinator of Students with Visual Impairments
Parisa Lamarra	Los Angeles County Office of Education	Parent and Teacher of Students with Visual Impairments
Yue-Ting Siu	San Francisco State University	Professor and Teacher of Students with Visual Impairments
Amanda Lueck	San Francisco State University	Professor Emerita
Maurice Belote	California Deafblind Services	Project Coordinator
Gina Michell	Tustin Unified School District	Teacher of Students with Visual Impairments
Deaf and Hard of Hearing		
Michelle Sumner	Long Beach Unified School District	Early Start Deaf and Hard of Hearing Specialist
Jane Hankins	Monterey County Office of Education	Deaf and Hard of Hearing Specialist
Mary McGinnis	Mount Saint Mary's University/John Tracy Clinic	Director, Deaf and Hard of Hearing Graduate Program
Gabrielle Jones	University of California, San Diego	Professor and Faculty Director, Master of Arts Program for American Sign Language - English Bilingual Education of Deaf Children
Janice Smith-Warshaw	California State University, Fresno	Faculty, Department of Communicative Sciences and Deaf Studies
Colleen Smith	National University	Faculty, Sanford College of Education
Maurice Belote	California Deafblind Services	Project Coordinator
Nancy Amann-Hlibok	California School for the Deaf, Riverside	Superintendent
Early Childhood Special Education		
Tracy Eagle	Los Angeles Unified School District	Specialist, Special Education District Intern Program
Nancy Hunt	California State University, Los Angeles	Professor, Special Education
Celsa Shewan	Fresno Pacific University	Early Childhood Special Education Program Director
Judy Sylva	California State University, San Bernardino	Professor and Special Education, Rehabilitation & Counseling Department Chair
Peg Hughes	San Jose State University	Coordinator of Early Childhood Special Education Programs and Special Education Department Chair
Janice Myck-Wayne	California State University, Fullerton	Professor and Program Coordinator, Early Childhood Special Education
Chelsea Heuer	Anaheim Elementary School District	Early Childhood Special Education Teacher
Gaby Toledo	Riverside County Office of Education - Beaumont	Principal
Georgeanne Gedney	San Diego Unified School District	Early Childhood Special Education Teacher
Laura Hall	San Diego State University	Professor and Chair, Department of Special Education
Amber Friesen	San Francisco State University	Professor, Early Childhood Special Education